

		Autumn	Spring		Summer		
English: Reading, Writing, Spelling and V, G, P	Word reading	Pupils should be taught to: 📖 apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Teaching of Word List (Year 5 and Year 6) - p.61, NC English PoS					
	Language Comprehension	Pupils should be taught to: • maintain positive attitudes to reading and understanding of what they read by: 📖 continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 📖 reading books that are structured in different ways and reading for a range of purposes 📖 increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions 📖 recommending books that they have read to their peers, giving reasons for their choices 📖 identifying and discussing themes and conventions in and across a wide range of writing 📖 making comparisons within and across books 📖 learning a wider range of poetry by heart 📖 preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • understand what they read by: 📖 checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context 📖 asking questions to improve their understanding 📖 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 📖 predicting what might happen from details stated and implied 📖 summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas 📖 identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for their views.					
	Text Types	Texts include: wide range of fiction (including fairy stories, myths and legends, Traditional Stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions), poetry, plays, non-fiction texts and reference books / text books. CLPE, Accelerated reader/ Guided reading/ Comprehension activities/ 1:1 reading – ongoing throughout the year.					
		Non-Fiction (Y5/6)	Building Stamina (Y5/6)	Picture Books (Y5/6)	Non-Fiction (Y5/6)	Contemporary Fiction (Y5/6)	
	CLPE	Suffragette: The Battle for Equality by David Roberts	Skellig by David Almond	The Journey by Francesca Sanna	ICE TRAP! by Meredith Hooper	Running on Empty by S.E. Durrant	
Maths		Adapted from White Rose Maths: Number and Place Value, Addition and Subtraction, Multiplication & Division, Fractions (decimals and percentages), Measures, Geometry- Properties of Shape, Geometry- Position and Direction, Statistics, Algebra, Ratio and Proportion					
Science		Living Things and their Habitats	Earth and Space	Evolution and Inheritance	Animals including Humans	Electricity	Light
		Working Scientifically taught throughout the year: During years 5 and 6, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content: <ul style="list-style-type: none"><li>planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary</li><li>taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>using test results to make predictions to set up further comparative and fair tests</li><li>reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations</li><li>identifying scientific evidence that has been used to support or refute ideas or arguments.</li></ul>					
Computing		Computing systems and networks - Communication and collaboration	Creating media – Web page creation	Programming A Variables in games	Data and information - Introduction to Spreadsheets	Creating media 3D Modelling	Programming B Sensing movement

Online Safety	False Photography <a href="#">Computing: Online Safety: False Photography: Year 5 Lesson 4 (twinkl.co.uk)</a>	Cyberbullying <a href="#">Computing: Online Safety: Cyberbullying Lesson Pack 1 (twinkl.co.uk)</a>	Online Safety Comics <a href="#">Online Safety Lesson 6 For Year 5 Pack - Digital Literacy (twinkl.co.uk)</a>	Secure Websites <a href="#">Computing: Online Safety: Secure Websites Y6 Lesson Pack 2 (twinkl.co.uk)</a>	People Online <a href="#">Computing: Online Safety: People Online Y6 Lesson Pack 3 (twinkl.co.uk)</a>	Girls and Boys Online <a href="#">Computing: Online Safety: Girls and Boys Online Y6 Lesson Pack 4 (twinkl.co.uk)</a>
Geography		Volcanoes and Earthquakes		Volcanoes and Earthquakes		Mountains (fieldwork opportunity)
History	British history 4: Were the Vikings raiders, traders or settlers?		What did the Greeks ever do for us?		British history 6: What was the impact of World War II on the people of Britain?	
	What does the Census tell us about our local area? 2 week unit					
Art		2D Drawing to 3D Making Explore how 2D drawings can be transformed to 3D objects. Work towards a sculptural outcome or a graphic design outcome		Making Monotypes Combine the monotype process with painting and collage to make visual poetry zones		Set Design Explore creating a model set for theatre or animation inspired by poetry, prose, film or music
Design Technology	Electrical Systems More complex monitoring and Control		Mechanical Systems Pulleys or gears		Food Celebrating culture and seasonality (including cooking and nutrition requirements KS2)	
Music	The Fresh Prince of Bel-Air	Dancing in the Street	New Year Carol	Music and Me	Classroom Jazz	Reflect, Rewind and Replay
P.E.	Invasion Games Netball	Gymnastics	Dance	Games Cricket	Games Rounders	Athletics
R.E.	Why should people with a religious faith care about the environment? (Muslim views)		Why do people use rituals today? (Islam)		So, what do we now know about Christianity? (Y6 bridging unit)	
RSE/ PSHE	Families & Relationships	Health & Wellbeing	Economic Wellbeing	Citizenship	Safety & the changing body	Transition
MFL	Let's Visit a French Town	That's Tasty	This is France		All in A Day	
British Values	We treat everybody equally. We try to help other people. We understand right from wrong. We know that we are all special. We understand the consequences of our actions. We understand and respect the roles of people who many help us. We listen to and respect other people's opinions and values. We respect the culture and beliefs of others.					



SCHOOL  
MEMBER

